



Day 4: Writing Final Draft of “*The Important Book*”

60 minutes

COLORADO STANDARDS (From CDE state standards)

- Content Area: Reading, Writing, and Communicating
- Standard: 3. Writing and Composition
- Grade Level expectation: Second Grade
- Concepts and Skills students master:
2. Exploring the writing process helps to plan and draft a variety of simple informational texts

MATERIALS

- Visual for unit to put on board/easel
- *The Important Book* by Margaret Wise Brown
- Page template for students
- Graphic organizer of a Story Map
- Student Folders
- Vocabulary Word Wall
- Packet of sticky notes to be used at the end of the lesson

Learning Objectives: Write them on the board

Content Objective: Students will continue to edit and make revisions of the draft in order to create a final draft of their *Important Book* page.

Student friendly version: I will continue to edit and fix my rough draft in order to write the final copy of my story.

Language Objective: Students will orally read the teacher their rough draft in order to edit and revise their writing if necessary.

Student friendly version: I will read my story aloud to my teacher and fix any writing mistakes before I write my final draft.

Vocabulary

- Add any new words that may arise from the Card Passing vocabulary game.
- Review word wall by reading the vocabulary in a choral manner together as a class.
- “Stop, look and listen.”

Connecting Students to Prior Knowledge/Anticipatory Set (10 minutes):

Teacher: Write the sentence frames on the board prior to the game.

The _____ is important because _____. I see the _____ _____.

Teacher says: “Today we will finish the final drafts of our page for the Important Books. Tomorrow we will be putting all the pages together in our groups. Before we start, we are going to play a card passing game. Look at the sentence frames I have written on the board. You will use these frames to talk to a partner during the game. First we will read the frames together and then I will model how to use the sentences in the game.

Directions for game: Give each student a card with a picture or vocabulary word on it. “ When the teacher says, “ go”, music will start and students must pass their card to another student and SAY the name of the item on the card. Keep going until the music stops. The last person the student traded the card with, must be their partner. Each student will share their card with each other and talk about what the word or picture is and why it is important. Use the frame on the board to support the language. Students will relate the card to their stories by asking each other, “Is this word or picture in your story? Why is it important? Have you seen it before? What does it mean?”

Teacher models using the sentence frames: (picture of the curb) The curb is important because it separates the sidewalk from the street. I see the curb along the edge of the sidewalk and at the crosswalk.

Next have 1 practice round and music to demonstrate how students move around the room and pass their card by saying the word; and how to take turns using the sentence frame. If there is an odd number of students, groups of 3 may be formed.

Play game for about 5 minutes. After game, instruct students to come sit down on carpet. Discuss new words, or pictures, and add them to the word wall.

Read and Echo-Repeat Daily Objectives

- Two students will be chosen to come up and point to the objectives.
- Echo-read them as a class. (My Turn- Your Turn)

Instruction: Input and Modeling (10 minutes)

Teacher: “We will continue working to write our final drafts. If you are done with your rough draft, raise your hand and I will come to your table so you can read it to me. Together, we will check it, before I give you the final writing template. Use the word wall and examples to make sure your words are spelled correctly. Make sure you have stated your most important thing, and that it follows the pattern at both the beginning and the end. When you are done writing, you are going to color the graphic on the top part of your final draft and then draw a picture to go with your story.”

Check for Understanding:

- Raise your hand if you have at least 3 vocabulary words in your story?
- Turn to your neighbor and tell them what vocabulary words you used in your story.
- Does your story begin and end with the *important* sentence pattern?

Guided Practice: Story Map: (10 minutes)

- Show example of student work on document camera/overhead to demonstrate what is expected.
- Model for students how to check word wall for spelling.
- Create a checklist for students to review before they start their final drafts.

Independent Practice (20 minutes):

- Set timers for timekeepers
- Students independently will finish their revisions of their rough drafts and write final drafts.
- If students finish early, collect their final draft and hand out the coloring book packet of extension activities will be given for students to work on while others are still writing. (The packets are in the kit. These exercises review and practice vocabulary and safety concepts.)

Closing: (10 minutes)

Teacher: “Before we finish today, I am going to pass out a sticky note to each student. You must write down one new thing you learned during this week about getting to school safely. When you have written it down, please come up and put your sticky note on the board and have a seat on the carpet, so we can see all the new things we discovered this week about why it’s important to be safe.”

- **Once all students are on the carpet review a few of the notes on the board that students wrote.**
- **Suggestion: This is a good time to review the “Stranger Danger” rule. Let students know they should never be lured over by a stranger. Examples: “Come look at my new kitten/ puppy”; “Where is the store? Come here – I can’t hear you; Hey, would you help me?; I’m hurt! Come help me! (Advise students that an adult should never ask a child for help. Strangers should ask other adults to help – never children. Review what to do: RUN AWAY, tell someone, call 911 to report it.**

Teacher: “Tomorrow we will be putting together our group books and An Author Celebration to applaud your hard work and everything we have learned this week. Remember that every table group is going to make their own book and you are each the authors because you wrote the book together. Each group or person** will share their book with the class so we can all hear each others stories”.

You may read your story aloud to the class, or you may choose a partner to read with you. If you have a partner, make sure you practice together so you are reading it at the same time.

***Shy students and some English language learners benefit from partner reading. They get the practice but having a partner or reading with a small group helps them participate without being embarrassed or overwhelmed in front of peers,*